

## Jordan Education Sector Working Group Workplan 2016

Key Areas of Work	Activities	Expected Output	Q1	Q2	Q3	Q4	Comment/ Rationale	
A. Education Sector Working Group Workplan	Strengthening coordination	Revise ESWG ToR for 2016 to specify key roles and responsibilities of sector co-leads	ESWG ToR is revised for 2016 with key roles and responsibilities of co-leads	x				
		Strengthen the co-leadership role	Co-lead agency identified and notified by the Review committee	x		x		
		Enhancing the MoE involvement in coordination for effective transition of the role.	MoE took the role of coordination					
		Nomination of Focal point by MoE for coordinator role	Focal point identified and trained by Global Education Cluster in addition to local NGO					
		Capacity building of focal point through Global Education cluster and hands on mentoring	MoE focal point capacity developed to take the lead.					
		Functional Strategic Advisory Group established	Timely strategic inputs incorporated for coordination and response plan					
		Strengthen alignment between JRP Task Force and ESWG	1. Alignment defined in ESWG ToR 2. Have quarterly meetings with the JRP TF to address key issues to the government	x	x	x	x	
		Strengthen coordination within key sub-sectors	1. Establishment of WGs with ToRs strengthen synergies with existing WGs and TFs i.e. CP, SGBV WG, Health WG and Disabilities Task Force 2.) Reporting lines with field level coordination units strengthened. Challenges from the field to be shared through regular updates by all ESWG members and where appropriate addressed by ESWG 2. Meetings should address key issues. These should be indepth on experiences and challenges agencies face in implementation of their projects	x	x	x	x	
	Strengthen sub-national coordination	Work plan is developed for Zaatarito WG and Azraq if required Workplan is developed for Azraq	x					
	Capacity development	Insitullization of INEE with in MoE	Key stakeholder with in MoE oriented about INEE MS stradandards ESWG to support MoE with monitoring tools for teacher performance.	x	x			
		ToT for in service training Institution	cadre for trainer identified and trained about Jordan MS.	x	x	x	x	
		Cascade training for MoE personal at Directorate level	at least two/three personals trained on Jordan MS for EIE for sustainability.	x	x	x	x	
		Capacity building for New sector members including CP and WASH sector	at least 50 members from the Edu, CP and WASH sector trained.			x	x	
		Follow up training for INEE training	Three session conducted with already trained individuals to identify the challenges for MS application.	x		x		
		Enhance sector commitment to Gender and Inclusion through intra-sector coordination and cascaded training.	A work plan is developed to ensure that Gender and Inclusion are reflected throughout intrasector activities (especially information management/M&E, planning and strategy development, and cross-sector activities) and that 30+ ESWG members receive gender and inclusion sensitivity training.	x	x	x	x	Gender Focal Points- three gender focal points indentified and one left
		Enhance sector understanding of Core Humanitarian Standards for Accountability to Affected Population (AAP). Further enhancing sector undersanding of various approaches related to improving system wide accountability to affected population.	Orientation trainings delivered, monkey survey conducted to undersand needs to strengthen understanding of CHS in policies, strategies and overall work processes. Work plan developed that streghens undersanding of various approaches related to AAP.	*	*	*	*	
		Rapid assessment, MIRA and information management training with the support from Global Education Cluster	At least 30 sector members trained on Rapid Assessment and information management	x	x	x	x	
	Advocacy and resource Mobilization	Advocate with donors, other sectors and key stakeholders (communication) to include education as a priority emergency response and advocate for ESWG priorities.	Education in emergencies is included and prioritized by donors and other key stakeholders as part of communication strategy/fundraising and planning of ESWG partners.	x	x	x	x	
		Advocate with MoE to address barriers for access to education for all refugee nationalities	Develop strategies to 1.) address admission regulations preventing all refugee nationalities to access education 2.) gain certification for informal and non-formal education opportunities	x	x	x	x	
		Advocacy to ensure that schools are built/renovated to be inclusive of children with disabilities	Mainstream this message through other advocacy efforts	x	x	x	x	
		Advisory role of ERF/HPF proposals and liaison with OCHA Humanitarian Financing Section and other source of findings	Critical needs of EIE are integrated as part of lifesaving intervention so as to access humanitarian rapid funding such as ERF and other funding opportunities.	x	x	x	x	
		Advocacy with sectors members to incorporate the recommendations/suggestion defined in Zaatari JENA workshop into their project/proposals/funding appeal.	No of projects addressing the needs highlighted in JENA 2014 findings.	x	x			
		Accountability to Affected Population (AAP): facilitate to get an overview of existing AAP practices within the sector mechanism that promotes core humanitarian standards (CHS).	Ongoing excise to highlight core humanitarian standard and ongoing practice done at sector level. This serves as a checklist for CHS in the sector.	*	*	*	*	
Accountability to Affected Population (AAP): evidence based advocacy is done with sector partners and relevant stakeholders for promoting core humanitarian standards (CHS) systematically integrated in humanitarian action at sector level and people centered approaches facilitated into all cycles of planning humanitarian work.		Case studies, pilots ,evidence based reports produced quarterly to highlight good AAP practices and also areas of enhancement. Lessons learnt from such endeavours are incorporated in work progress of education sector WG. Relevant strategies advocated to address important AAP priorities.	*	*	*	*		
Update regularly 'Education FTS' versus requirements		Education FTS' updated quarterly	x	x	x	x		
Collect, analyze and disseminate education data through 4 Ws/ 4Ws in collaboration with Education partners	4Ws are produced, updated and disseminated with key stakeholders.	x	x	x	x			

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B. Cross Sector Collaboration	Information Management, Monitoring & Reporting	Update Service Advisory with agency services and referrals	Agency services and ESWG referral services uploaded onto the data base					
		Conduct joint education needs assessment in critical areas in HC and camps in a coordinated manner with other sectors	1 coordinated needs assessment is conducted in HC and 1 in camp			x	x	
		Effective data management and updating for the Referral cases under Referral Mechanism Pathways for camps	Effective referral data system established	x	x	x	x	
		Capacity building of partners on data collection, analysis, response planning and monitoring	Referral Mechanism Pathways for camps are available and regularly updated	x	x	x	x	
		Conduct field based monitoring and evaluation, and in depth analysis on impact of EIE interventions in Jordan, using results to contextualize ongoing ESWG activities	Sector Working Group partners are oriented on the Information Management product and its use		x	x	x	
		Support the Disabilities Task Force in developing technical guidance on quality special education programmes for children with disabilities	Joint field based monitoring and evaluation, and in depth analysis on impact of EIE implemented out in Jordan	x	x	x	x	
		Ensure effectiveness of existing referral pathways	Collaborative work for Disabilities enhanced the programming.	x	x	x	x	
		Produce and disseminate info and gap analysis (dashboards, maps, etc) to all stakeholders	Monitor and evaluate implementation of SGBV IMS referral pathways		x		x	
	Consultation with all sector members for 3RP appeal process and members contribution	Education updates and gap analysis such as Bulletin, Maps are regularly produced and shared with Sector Working Group members and key stakeholders.	x	x	x	x		
	Planning and Strategy Development	Effective Tracking of targets vs achievements on quarterly basis	Partners included in Appeal process for 2016	x	x	x	x	
		Developing sector response plan and sector strategy	Target identified for all type of Education services	x	x	x	x	
		Mid year review for response plan.	Response plan for 2016-17 developed along with response strategy			x	x	
		Exit strategy develop and agreed with MoE to take lead	Mid year review conducted.			x		
		Improved JRP and 3RP planning process based on lesson learnt	MoE agreed on exit strategy and took lead			x	x	
		Support capacity building activities on Child Protection for ESWG members on CP risks, PSS, IA CP and GBV SOPs and referral systems	Evidence based education plan developed by utilization of itemized/zero based budgeting through enhanced role of ESWG members as influencer.		x	x	x	
B. Cross Sector Collaboration	CP	Support capacity building activities on ESWG referrals for CP SWG	# ESWG members are trained on CP risks, the IA CP and GBV SOP and referral systems, psychosocial and recreational activities in TLS/CFS, CPMS-Standard 20.	x	x	x	x	
		Quarterly joint meeting Edu and CP sector meetings	#CP SWG are trained on education risks, referral systems and SOPs	x	x	x	x	
		Joint Taskforce for education and CP to address the common interest issues particularly violence in school	integrated programing and comprehensive response developed	x	x	x	x	
		Identify and develop key messages for awareness campaigns for education and Members on the main problems/risks in both sectors	Taskforce established and mechanism to adree the violence in schools strengthened.		x	x	x	
		Orientation on MRM for education partners	Key messages for joint awareness campaigns of CP and Education are developed and disseminated especially on issues like child drop outs, child labor and early marriage.		x	x		
		Winter activities and preparedness to engage the children in safe environment	20 partners are oriented on MRM		x	x		
	Emergency Preparedness	Identification of minimum package by each organization	Children remained engaged in save and protective environment	x	x	x	x	
		Develop contingency / preparedness plan (s) for the sector	Pre positioning of school supplies, HR and fiancial resouces listed.		x	x	x	
		Provide Guidance Note on WASH standard in schools/TLS/CFS sites for Sector Working Group partners	A contingency / preparedness plan (s) is/are developed for the sector	x	x	x	x	
	WASH	Develop and supply key hygiene messaging / WASH in Schools IEC materials for TLS/CFS sites	Partners, TLS/CFS/schools are equipped with minimum standards as per Sphere Projects	x	x	x	x	
		Provide key messages on basic nutrition education in schools/TLS and to PTAs	Partners, schools/TLS/CFS sites are provided with key hygiene messaging and WASH IEC materials	x	x	x	x	
	Health and Nutrition	Provide key messages on basic health education in schools/TLS and to PTAs	Partners, schools/TLS/CFS sites are provided with key health and nutrition messaging and materials	x	x			
		Provide key messages on basic health education in schools/TLS and to PTAs and the importance of school feeding. (Nutrition benefits,		x	x	x		
		Coordinate with WFP for school feed program		x				
Explore possible interventions in adolescent girls in schools to address anemia and Kitchen gardening		No of children benefited from school feeding.	x	x	x	x		
Health and Nutrition		Interventions in schools included in anemia strategy if relevant			x	x		
	Strengthen collaboration and communication with other sectors							
Inter-Sector		Partners and beneficiaries are provided with relevant orientations and messages related to cross-cutting	x	x	x	x		